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ABSTRACT

This report is one of a series presenting results of a longitudinal study of State University of New York at Buffalo students, based on two samples of one hundred students stratified by sex and residence and selected from two incoming freshman classes, the first in 1966 and the second in 1967. The project spans ten years for each sample. This report is based on responses to a standard questionnaire administered in the seventh year of each sample's participation. Data are included for both samples, and cover: geographic locations, marital status, children, living arrangements, academic status and educational involvement, employment status and attitudes, personal interests, self-concept, and recent voting habits. The questionnaire is appended. (MSE)

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A Biography of a Class Study

the university experience

Seven-year Follow-up...

1966 and 1967 Freshmen

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STATE UNIVERSITY OF NEW YORK · BUFFALO

Student Testing and Research
Division of Student Affairs

THE UNIVERSITY EXPERIENCE

Seven-Year Follow-up

1966 and 1967 Freshmen

Bethany Jane Meyer

Student Testing and Research
State University of New York at Buffalo
May 1977

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Special thanks go to the SUNY/B freshmen who entered this university in 1966 and 1967. Their continuing cooperation makes this study possible.

FOREWORD

The college experience of the late 1960's might be presumed to be different in a number of ways from that of the previous decade or, for that matter, from the present time. Those were years of rapid social change involving political activism which often focused on the campus. Some groups of students marched and burned to protest American involvement in the Vietnamese War; other groups experimented with illegal drugs, or with communal life styles. But most students did none of these things. Many members of the 1966 and 1967 freshmen classes participating in this longitudinal study expressed the idea that they were the last of the "old" style of student because they did not see themselves as revolutionaries.

However, their background and college experiences were different from that of their predecessors and from those who would follow them. The 1966 and 1967 freshmen grew up during the time of the sit-ins and freedom rides in the South, the free speech movement at Berkeley, and the War which took their friends and threatened to take them as well. These two groups had a great deal in common with each other.

Although they experienced a set of unique circumstances, there is no evidence that the basic personal, social and vocational development of the students of the 1966 and 1967 freshman classes at this university were markedly different from that of any other generation of young people. Only the conditions and instrumentalities of that development are known to vary. A description of various aspects of their experiences during and after college provides some insight into the impact of higher education on those who, for a variety of reasons, selected to experience it.

TABLE OF CONTENTS

ACKNOWLEDGMENTS iii
FOREWORD v
TABLE OF CONTENTS vii
LIST OF TABLES ix
LIST OF FIGURES ix

CHAPTER

1 METHOD 1

SAMPLE 1
QUESTIONNAIRE 3
CLASSIFICATION OF RESPONSES 4
PRESENTATION OF DATA 4
LIMITATIONS OF THE STUDY 5

2 GEOGRAPHIC LOCATIONS, MARITAL STATUS, CHILDREN AND LIVING ARRANGEMENTS 7

GEOGRAPHIC LOCATIONS 7
MARITAL STATUS AND CHILDREN 7
LIVING ARRANGEMENTS 10

Persons Living with Respondents 10
Type of Dwelling 12
Feelings about Living Arrangements 12

3 ACADEMIC STATUS AND EDUCATIONAL INVOLVEMENT 15

CURRENT EDUCATIONAL PURSUITS 16

4 VOCATION 19

EMPLOYMENT 19
VOCATIONAL FIELD AND ROLE 20

Field 20
Role 21

Professional Positions 22
Non-Professional Positions 22
Clusters of Roles and Vocational Fields 22

FEELINGS ABOUT EMPLOYMENT STATUS 25
SATISFYING AND DISSATISFYING ASPECTS OF JOBS 26

Satisfying Aspects of Job 26
Dissatisfying Aspects of Job 29

DEGREE REQUIREMENT IN EMPLOYMENT 30
EDUCATIONAL INVOLVEMENT AND EMPLOYMENT 30
MARITAL STATUS, SEX, AND EMPLOYMENT 32

CHAPTER

5 PERSONAL DEVELOPMENT 33

INTERESTS 33

Old Interests 35
New Interests 35

SOURCES OF PERSONAL SATISFACTION AND DISSATISFACTION 35

Sources of Satisfaction 35
Sources of Dissatisfaction 39

FEELINGS ABOUT SELF 40
VOTING IN 1972 PRESIDENTIAL ELECTION 41

SUMMARY 45

POSTSCRIPT 47

APPENDIX: BOAC QUESTIONNAIRE - Seventh Year Project
1966 Freshmen in 1973
1967 Freshmen in 1974 51

LIST OF TABLES

TABLE		PAGE
1.1	Original and Seventh Year Samples of 1966 and 1967 Freshmen, by Sex and Original Residence Status	2

LIST OF FIGURES

FIGURE		PAGE
2.1	Geographic Locations of Homes of Original Samples and 1973 and 1974 Samples	8
2.2	Marital Status	9
2.3	Children	9
2.4	Living Arrangements	11
3.1	Degree Status/Degree(s) Earned at SUNY/B	15
3.2	Current Educational Pursuits	16
4.1	Employment	20
4.2	Vocational Fields	21
4.3	Vocational Roles	23
4.4	Clusters of Vocational Fields and Roles	24
4.5	Feelings About Employment Status	25
4.6	Satisfying/Dissatisfying Aspects of Jobs	27
4.7	Employment/Degree(s) Held/Degree Requirement for Employment	31
4.8	Educational Involvement and Part-Time/Full-Time Employment	31
5.1	Old and New Interests	34
5.2	Sources of Personal Satisfaction and Dissatisfaction	36
5.3	Feelings about Self	41
5.4	Voting Behavior in 1972 Presidential Election	42

CHAPTER I

METHOD

This report is one of a series presenting results of a longitudinal study of State University of New York at Buffalo (SUNY/B) students, based on two samples of one hundred students stratified by sex and residence and selected from two incoming freshman classes -- the first in 1966, the second in 1967. The project spans ten years for each sample and includes for each group: five interviews -- one in each semester of the first year and one in the second semester of each of the three succeeding years, plus questionnaires -- one during the spring of each of the following six years. All members are retained in the samples for the full ten years whether they continue in school, transfer to another school, drop out, or fail to complete an interview or questionnaire. The design also incorporates demographic and biographical data which were collected in the summer preceding each sample's freshman year. These include such information as parents' education and employment, family income, high school GPA and activities, work preferences, as well as attitudes, opinions, and aspirations. It is anticipated that analysis of these data will contribute to a better understanding of major influences -- both university and non-university related -- on young adult development. This report is based on responses to the questionnaire administered in the seventh year of each sample's ten-year span in the longitudinal project. This is the first report in the series to incorporate data from both freshman samples.

SAMPLE

Of the one hundred students in each of the original samples, sixty-five members of the 1966 group responded to the 1973 questionnaire, and fifty-six members of the 1967 group responded to an identical questionnaire in 1974 (Table 1.1). Although neither sample is any longer representative of the

TABLE 1.1 ORIGINAL AND SEVENTH YEAR SAMPLES OF 1966 AND 1967 FRESHMEN, By Sex and Original Residence Status

1966 FRESHMEN

ORIGINAL RESIDENCE STATUS	1966 Sample (N=100) MEN N/%[1]	WOMEN N/%[1]	TOTAL N/%[1]	1973 Sample (N=65) MEN N	%	WOMEN N	%	TOTAL N	%
Resident	21	22	43	14	*22*	14	*22*	28	*43*
Commuter	36	21	57	27	*42*	10	*15*	37	*57*
Total	57	43	100	41	*63*	24	*37*	65	*100*

1967 FRESHMEN

	1967 Sample (N=100) MEN N/%[1]	WOMEN N/%[1]	TOTAL N/%[1]	1974 Sample (N=56) MEN N	%	WOMEN N	%	TOTAL N	%
Resident	34	25	59	17	*30*	18	*32*	35	*63*
Commuter	23	18	41	11	*20*	10	*18*	21	*38*
Total	57	43	100	28	*50*	28	*50*	56	*100*

1966/1967 FRESHMEN COMBINED

	1966/1967 Sample (N=200) MEN N	%	WOMEN N	%	TOTAL N	%	1973/1974 Sample (N=121) MEN N	%	WOMEN N	%	TOTAL N	%
Resident	55	*28*	47	*24*	102	*51*	31	*26*	32	*26*	63	*52*
Commuter	59	*30*	39	*20*	98	*49*	38	*31*	20	*17*	58	*48*
Total	114	*57*	86	*43*	200	*100*	69	*57*	52	*43*	121	*100*

[1]The numbers and the percents are equal since the percentage is based on an N of 100.

original freshman samples, some insight about an important period in the lives of one hundred and twenty-one young people seven years after they began their college experience is provided. Reporting the 1966 and 1967 respondents together provides an opportunity for some comparisons between two different groups of young adults at a similar period in their lives.

The proportions of men and women are the same in the 1966 and 1967 samples, but the ratio of residents to commuters is reversed from one year to the next, primarily because of the relatively high proportion of commuter men who registered in 1966 and the comparably high proportion of resident men who entered in 1967. This reversal is slightly exaggerated in the 1973 and 1974 response groups: the 1973 sample is the same as the 1966 sample in terms of proportions of residents and commuters, but the 1974 sample has an over-representation of resident women, increasing the proportion of residents to sixty-three percent of that sample compared with fifty-nine percent of the original sample.

The ratio of men to women is the same in the 1966 and 1967 samples, but is slightly different in the 1973 and 1974 response groups. The 1973 sample is slightly over-representative of men with sixty-three percent compared with the original fifty-seven percent. The 1974 group is slightly over-representative of women with fifty percent compared with the original forty-three percent.

When the two original samples and the two seventh-year response groups are combined, the 1973/1974 sample closely resembles the 1966/1967 sample in terms of both sex and residence composition. The ratio of men to women is identical in the 1973/1974 group to both the 1966/1967 sample and to each of the original samples. The proportions of residents and commuters in the original samples differ from each other, but in the combined 1966/1967 and 1973/1974 samples, the ratio of residents to commuters approaches equality.

QUESTIONNAIRE

In order to encourage a higher response rate than in the two previous years, only the base questions designed to be included in all follow-up questionnaires were used in the seventh year. A minimal number of open-ended questions were included. Questions were designed to elicit information con-

cerning personal interests and development, educational status and pursuits, vocational involvement, and sources of satisfaction and dissatisfaction. A copy of the questionnaire is presented in Appendix A.

CLASSIFICATIONS OF RESPONSES

Each response to each question was recorded and all responses were used as the basis for the classifications which were developed. Three members of the research staff independently coded the responses and together reached agreement on the final coding.

PRESENTATION OF DATA

The following four chapters of this study encompass the following topics: (1) family, home, living arrangements and respondents' feelings about them; (2) education, including past and present pursuits; (3) vocation, including positions held and feelings of respondents toward them; and (4) personal perspectives of respondents' interests, sources of satisfaction and dissatisfaction, and feelings about themselves.

Data are reported in text and figures by proportions of participants who responded within each category in order to compare groups of unequal size.

Categories in many of the figures are mutually exclusive, e.g., a person is either married or not married. However, some questions allowed for multiple responses: several general interests could be expressed, or one person might be involved in more than one educational pursuit. Because of this variation the sum of percentages in a figure may exceed one hundred percent. Percentages are based on the total number of respondents for each group (1966 N=65, 1967 N=56) unless otherwise noted on the figure.

Due to the modest sample size, few distinctions are made between responses according to original resident status, sex, or marital status.

Comparative data for the two samples (1966 group responding in 1973, and 1967 group responding in 1974) are reported in figures. However, comparisons are made in the text only when differences of ten percent or more are revealed in the tabulation. In this report, the members of the 1966 group who responded in 1973 are referred to as the "first" group or the "1973 sample." The members of the 1967 group who responded in 1974 are called the "second" group or the "1974 sample."

To minimize use of percentages in the text, a number of terms such as "most," "many," "some," "a few," and "a number" are employed to denote a range of percentages. When proportions are used they may be approximate but they are always within four percent of the actual proportion.

Quotations illustrative of various themes and perspectives are interposed in the text. These quotations are edited only to assure clarity. For the most part grammar, punctuation, and style are untouched.

Passages in *script* are quotations including questions asked and participant responses. In the text, response categories are denoted by capitalizing the first letter of the first word of the categories to correspond with those in the figures.

LIMITATIONS OF THE STUDY

Several factors limit the generalizability of this study, among them the relatively low response rate, and the slight changes in proportional representation of sex and original residence categories. Conclusions cannot be assumed to be generalizable to either the original 1966 or 1967 freshman class samples.

No statistical tests are performed on these data because of the small numbers within the response groups.

The free response format, which provides opportunities for unique answers and assures richness of data, has limitations as well. All that can be said about these responses is that a certain proportion of respondents reported a given perspective or activity. It can be assumed that one group might have agreed with another or answered differently if limited choices had been offered or answers had been suggested to the respondents from among which they could choose in multiple choice or true-false fashion.

CHAPTER II

GEOGRAPHIC LOCATIONS, MARITAL STATUS, CHILDREN AND LIVING ARRANGEMENTS

GEOGRAPHIC LOCATIONS

The geographic home locations of respondents when they entered SUNY/B as freshmen and seven years later are shown in Figure 2.1. Among the members of the 1966 group who responded in 1973, forty-six percent were living in the Buffalo/Niagara Falls area, twenty percent fewer than were living there as freshmen. Among the 1967 group who responded in 1974, two-fifths of the group lived in the Buffalo/Niagara Falls area in 1967 and 1974. Thirty-eight percent of that group had come to SUNY/B from New York City, and just sixteen percent were living in the New York City area in 1974. Although the largest proportion of both groups resided in the Buffalo/Niagara Falls area, both originally and in the seventh year after they entered SUNY/B, the pattern common to both groups is the movement out of New York State. Those who did not move out of state tended to remain in or return to the geographic area from which they had come.

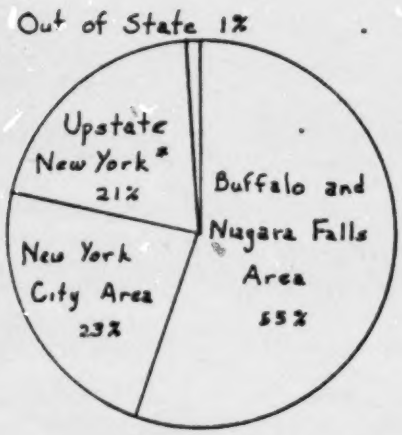
MARITAL STATUS AND CHILDREN

Fifty-five percent of the first group respondents and forty-six percent of the second group members were Married seven years after college entrance (Figure 2.2). One member of the first group was Separated from his wife, and one 1974 sample member was Divorced.

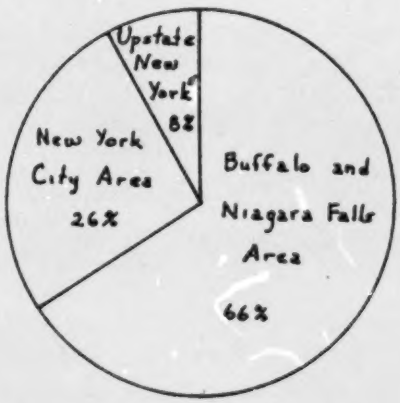
Twenty-two percent of the 1973 sample and a tenth of the 1974 sample had one or more children (Figure 2.3), perhaps reflecting the slightly higher proportion of married people in the 1973 group.

Figure 2.1 GEOGRAPHIC LOCATION OF HOMES OF ORIGINAL SAMPLES AND 1973 AND 1974 SAMPLES

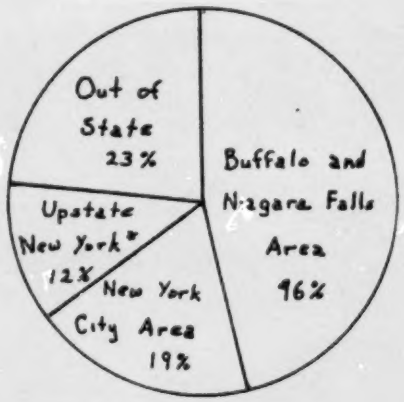
HOMES OF 1966 SAMPLE MEMBERS IN 1966
N=100



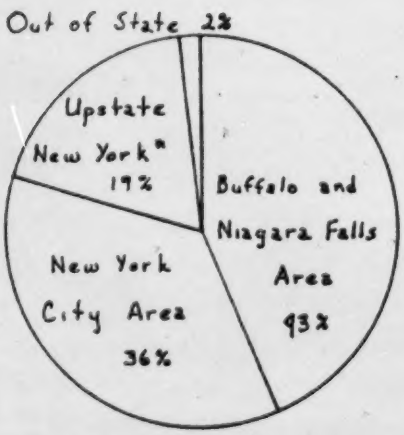
HOMES OF 1973 SAMPLE MEMBERS IN 1966
N=65



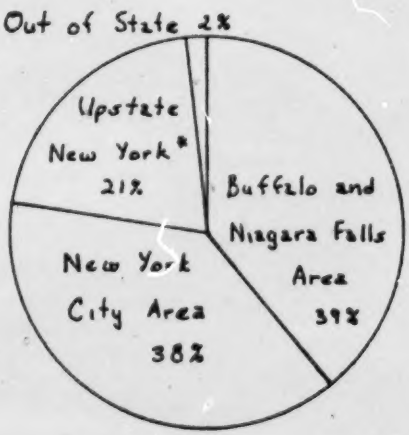
HOMES OF 1973 SAMPLE MEMBERS IN 1973
N=65



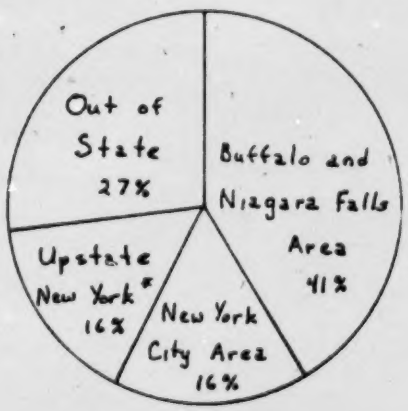
HOMES OF 1967 SAMPLE MEMBERS IN 1967
N=100



HOMES OF 1974 SAMPLE MEMBERS IN 1967
N=56



HOMES OF 1974 SAMPLE MEMBERS IN 1974
N=56



*Upstate New York includes all of New York State excluding the New York City and Buffalo/Niagara Falls areas.

Figure 2.2 MARITAL STATUS

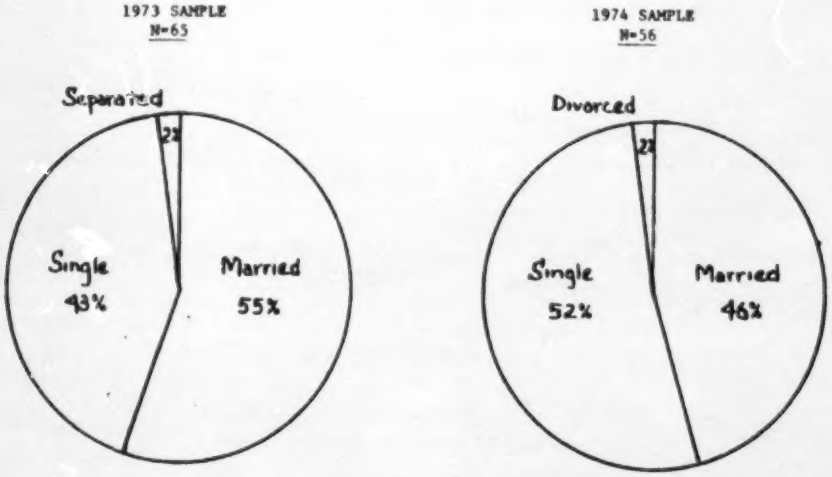
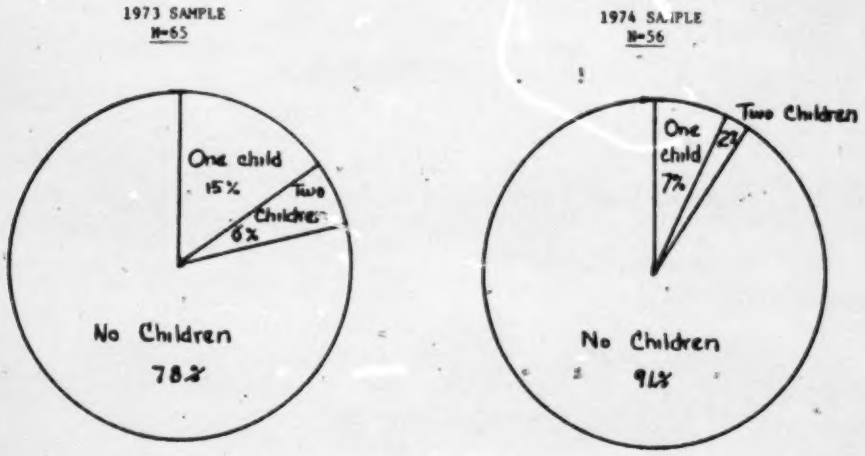


Figure 2.3 CHILDREN



LIVING ARRANGEMENTS

The groups were asked about three aspects of their living arrangements: with whom they were living, the type of dwelling, and how they felt about their living arrangements.

Persons Living with Respondents

All except one of the married respondents indicated that they were living with their Spouse and/or children (Figure 2.4). One married woman was living with her Parents while her husband served in Vietnam. About thirty-five percent of each group were living with Parents or other relatives, or with Friends.

> *Apartment with parents. It was a place to hang my hat while going to school. Now that I have graduated and am employed on a full time basis I am moving into my own apartment.*

> *Live with my parents--still. It's ok. I do my share and they give me my share of respect. But soon I'll have to move into my own place just for the sake of independence.*

> *My "male friend" and I have been living together for more than a year now and we are compatible in all areas. I really enjoy this arrangement.*

> *Apartment with male co-worker. I lived alone for about five months but it was too lonely since I was in a new and unfamiliar area.*

A fifth of the second group and a tenth of the first group were living Alone.

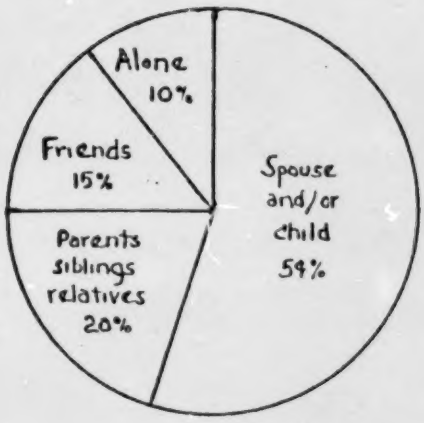
> *I have adjusted to living alone.*

> *I am living alone in an apartment and I prefer it that way because I don't have to plan around a roommate.*

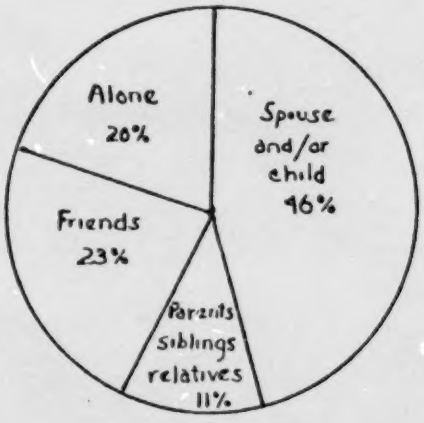
> *Apartment alone, I love it. I know that if I were living with someone I wouldn't be getting into all the new interests that I am now. I read a lot, I'm painting again, and enough people come to visit that I don't feel isolated unless I want to.*

Persons Living With Respondents

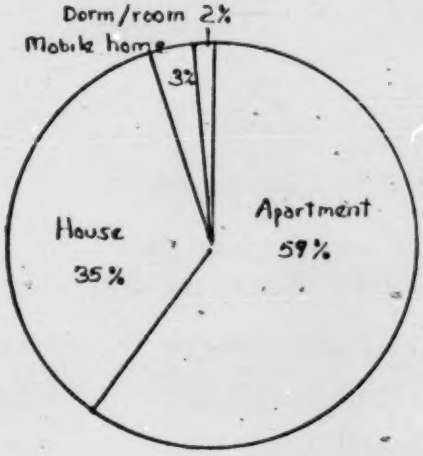
1973 SAMPLE
N=65

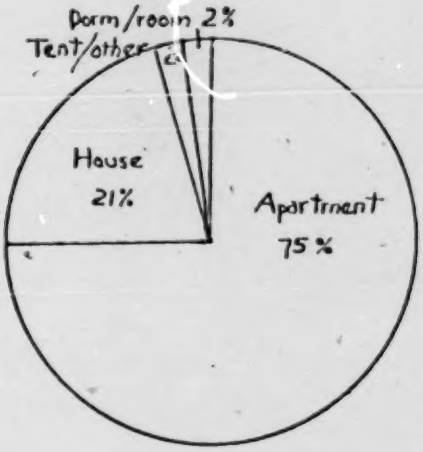


1974 SAMPLE
N=56

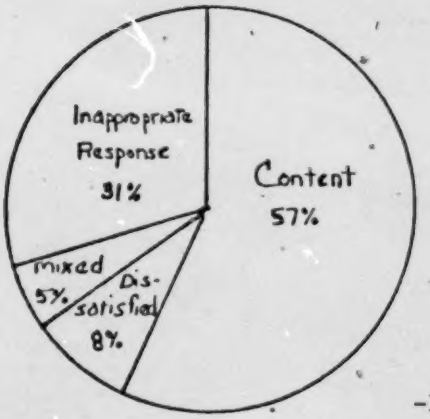


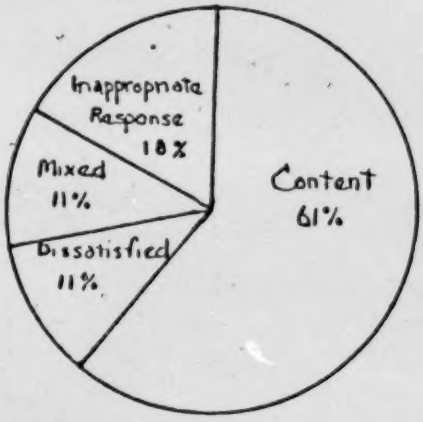
Type of Dwelling





Feeling About Living Arrangements





Type of Dwelling

The majority of the respondents, a larger proportion of the second group that of the first, were living in Apartments. More of the first group than the second lived in Houses, reflecting the greater proportion of that group who were married or living with parents or relatives. A few respondents reported living in a Mobile home, Dormitory, or Tent.

> *Bachelor Officers quarters, comparable to a hotel room. Living alone, single rooms, this type of living arrangement suits me fine.*

> *Campground, one male friend, one friendly dog. Enjoying it!*

Feelings About Living Arrangements

Some respondents expressed Mixed feelings or Dissatisfaction with their living arrangements; however, a majority were Content with them. Comments included references to people, physical accommodations, neighborhoods, and cost.

> *I'm living in an upper apartment with my wife and kids. I just moved in one month ago and I'm home so little these days that it's hard to form an opinion. With two kids around it's always noisy and aggravating when I get home. It's too distracting to be enjoyable.*

> *Temporarily living at home (house/parents). I dislike it.*

> *We bought the house last fall and I am much happier here than in our tiny apartment. We have more room and a fenced in yard for our son. I will be able to have a garden also.*

> *Remodeled four-room school house with one male roommate and one female roommate. Comfortable country house, very large. I have studio space for my work, clay studio, and paper studio. It's a comfortable arrangement.*

> *House with my husband. We are extremely happy in our new home and enjoy being homeowners.*

Some of the married respondents expressed a desire or plan to have their own homes, not necessarily implying dislike for their current situations, but a desire for more privacy and space.

> *I live in an apartment with my wife and child. Have enjoyed it but would like to buy a house for more room in the future.*

> *Apartment-wife-fine. We do hope to live in our own home someday.*

> *Need bigger house - more privacy - no landlord.*

A few respondents said that they would prefer to live alone or that they needed to move out on their own and make a break from their families.

> *Share an apartment with one male friend. I only put up with it to save money.*

> *I'm still living home with my parents and sister. While I do have the freedom to come and go as I please, there are a certain number of restrictions and lack of privacy. I am hoping to move out for the summer for these reasons and it's also time I left the nest and made it on my own.*

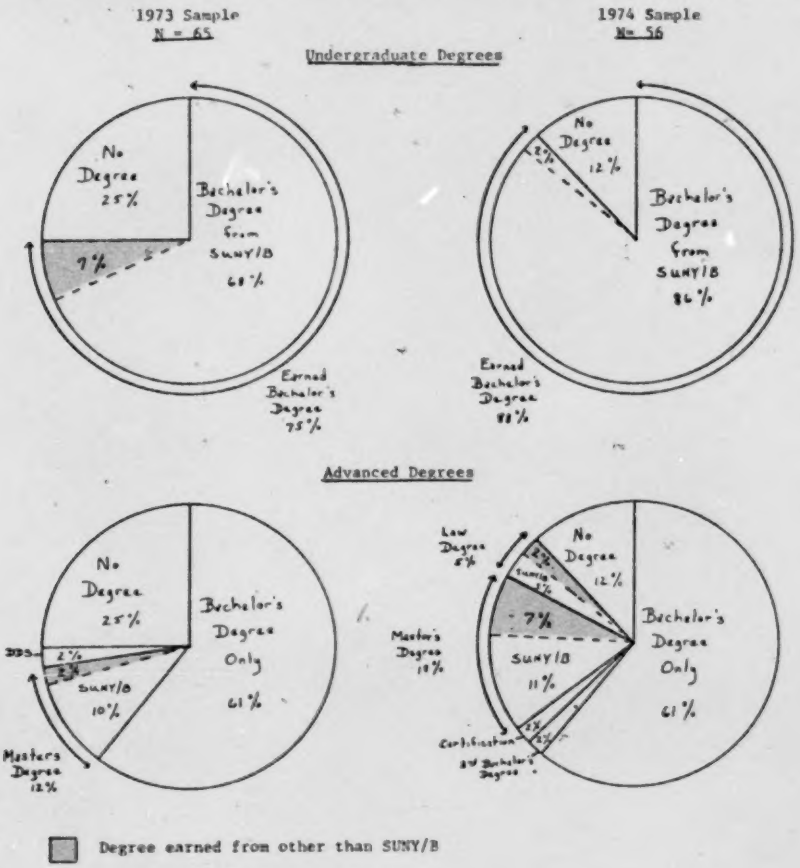
Others commented about their living arrangements without expressing how they felt about them.

CHAPTER III

ACADEMIC STATUS AND EDUCATIONAL INVOLVEMENT

Seven years after entering SUNY/B as freshmen, three-fourths of the first-group respondents and almost ninety percent of the second-group respondents had completed at least a Baccalaureate (Figure 3.1). Most of the degrees were conferred by SUNY/B and the majority were earned in four years. Some respondents had continued their education in graduate school, completing Master's degree programs, and a few had received degrees in Law or Dentistry. One respondent reported having completed requirements for teaching Certification and another had earned a second Bachelor's degree.

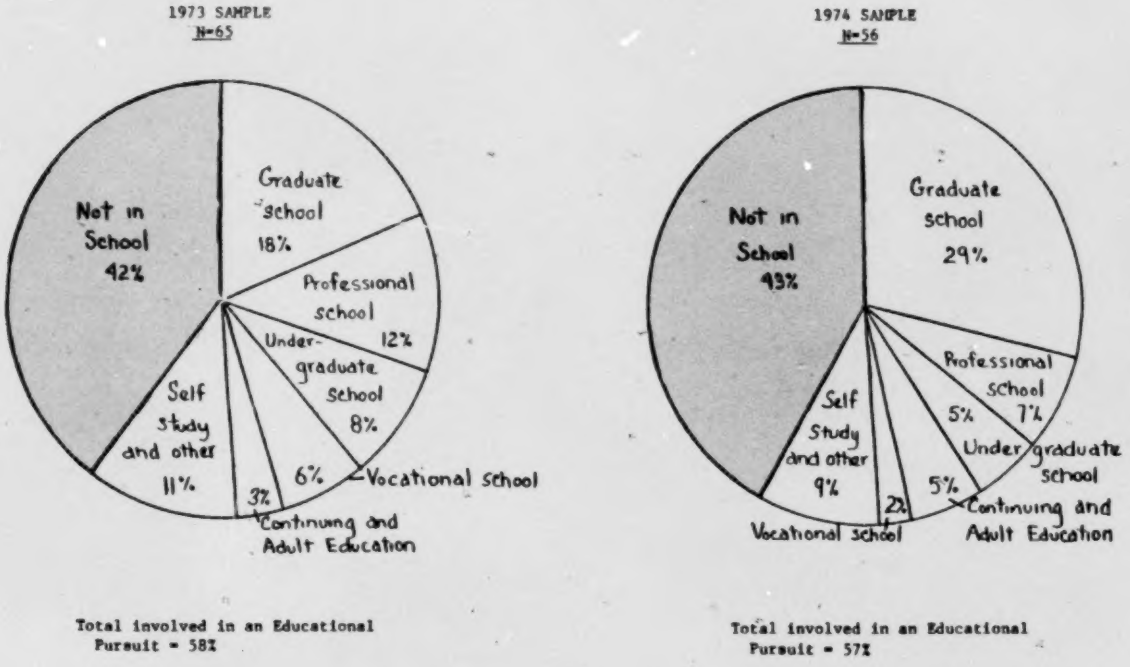
Figure 3.1 DEGREE STATUS/DEGREE(S) EARNED AT SUNY/B



CURRENT EDUCATIONAL PURSUITS

Nearly three-fifths of the respondents reported participating in an educational class or program. Those mentioned range from Graduate or Professional school to Continuing or adult education classes (Figure 3.2). More than a fourth of the respondents were enrolled on a part-time basis, and about the same proportion were enrolled full time. About a third of the respondents were pursuing a degree; the remainder were attending classes for vocational or personal reasons without seeking a degree.

Figure 3.2 CURRENT EDUCATIONAL PURSUITS



About a fifth of the first-group respondents were enrolled in Graduate school; similar proportions were attending full time as part time, and twice as many were pursuing a degree as were not. A tenth of this group were enrolled

in Professional school, almost all of them in full-time degree programs.

Almost three-tenths of the second-group respondents were enrolled in Graduate school, the majority part time and pursuing degrees. About ten percent were attending Graduate school full time and pursuing degrees, and a few were taking courses part time or full time but were not seeking a degree. A few of the 1967 group were attending Professional school.

A few members of each sample were in Undergraduate school, the majority attending full time and seeking degrees. Most respondents participating in various Continuing or adult education classes or involved in Vocational school were doing so part time and were not in a degree program.

About a tenth of each group reported studying something in which they had a particular interest outside of formal classes or programs.

CHAPTER IV

VOCATION

Earlier studies in this series indicate that when they entered SUNY/B as freshmen, many of the students considered vocational preparation to be the most important or an important purpose of college attendance.* Many respondents expressed their ten-year projected goals in terms of financial security and successful careers. Although the present respondents are no longer a random sample of their freshman classes, they are similar to the original random samples and provide an interesting vocational profile as they approach the time limit of their projected goals.

EMPLOYMENT

Three-fourths of the 1973 sample and eighty-six percent of the 1974 sample were employed and the majority were working full time (Figure 4.1). A few respondents reported working in a job more than full time and a few held more than one part-time job.

A fourth of the first group and fourteen percent of the second group were not employed. Nearly all the unemployed in the first group were students or housewives and about half the unemployed in the second group were students. A few respondents were job hunting, between jobs, or taking a vacation or break from employment.

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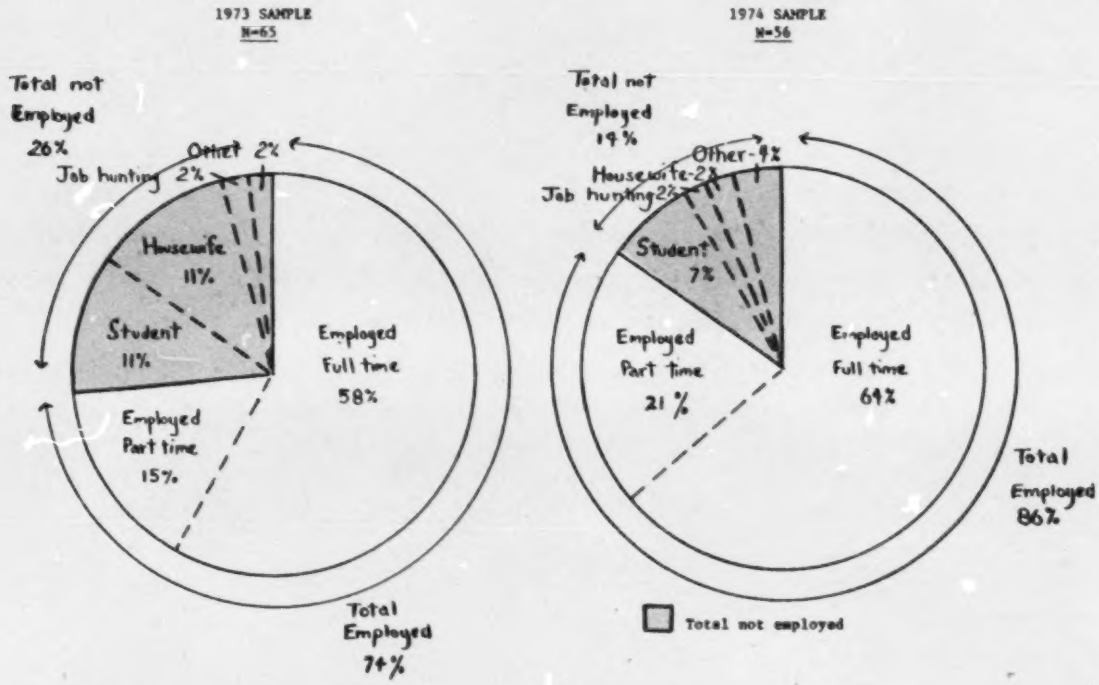
*Kubiniec, Cathleem M., Wyant, Helen S., and Alberti, Jean Mae. The University Experience, The First Few Weeks, Interview Study 1, 1966 Freshman Class, University Research, SUNY/B, p. 54, and Wolfe, Nancy S. The University Experience, The First Few Weeks, Interview Study 1, 1967 Freshman Class, University Research, SUNY/B., p. 11.



VOCATIONAL FIELD AND ROLE

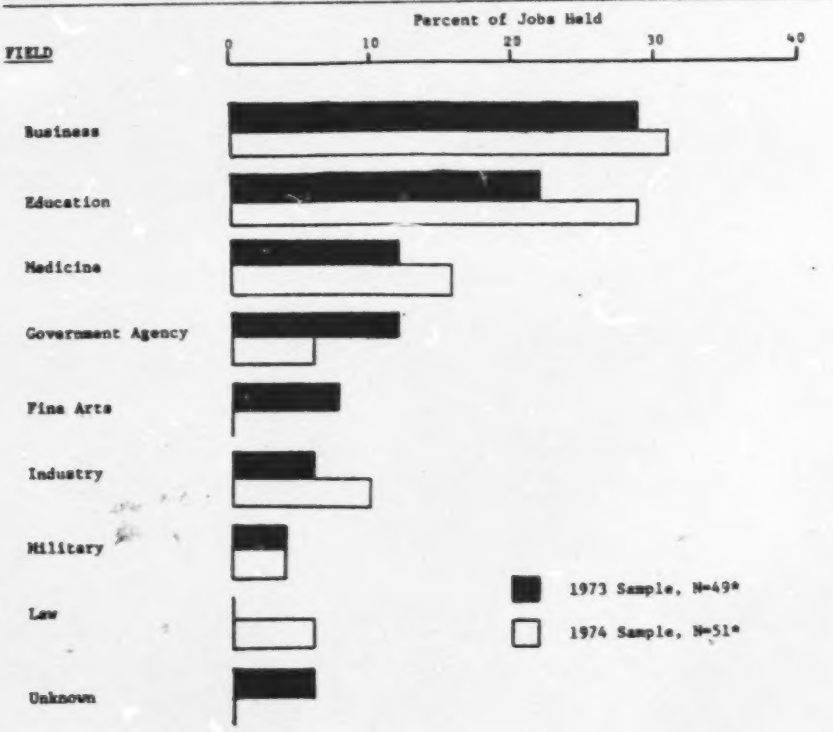
In what capacity are these students who have attended college now working? Responses to the questionnaires reflect employment in a wide variety of fields and roles.

Field

Seven years after they entered SUNY/B as freshmen, members of the samples were employed in eight vocational fields (Figure 4.2). For the employed respondents, the field of Business provided about thirty percent of all jobs; Education, about a fourth; and Medicine, about fifteen percent. Government agencies,

Fine arts, Industry, and Law each provided between six and twelve percent of the jobs reported. A few men were in Military service.

Figure 4.2 VOCATIONAL FIELDS



*N=Total number of jobs held by each group.

Role

In this report, vocational roles, as presented in Figure 4.3, are defined as follows:

Professional: requires a minimum of a baccalaureate, and includes teacher, auditor or administrator, nurse or occupational or physical therapist, engineer, pharmacist, social worker, and lawyer.

Technician or Craftsman: some formal training required but not a baccalaureate.

Unskilled worker: requires ability, but not formal post-secondary education or training.

Trainee: participants in training programs or practicums leading to advanced positions, certification or degree. The baccalaureate may or may not be a prerequisite.

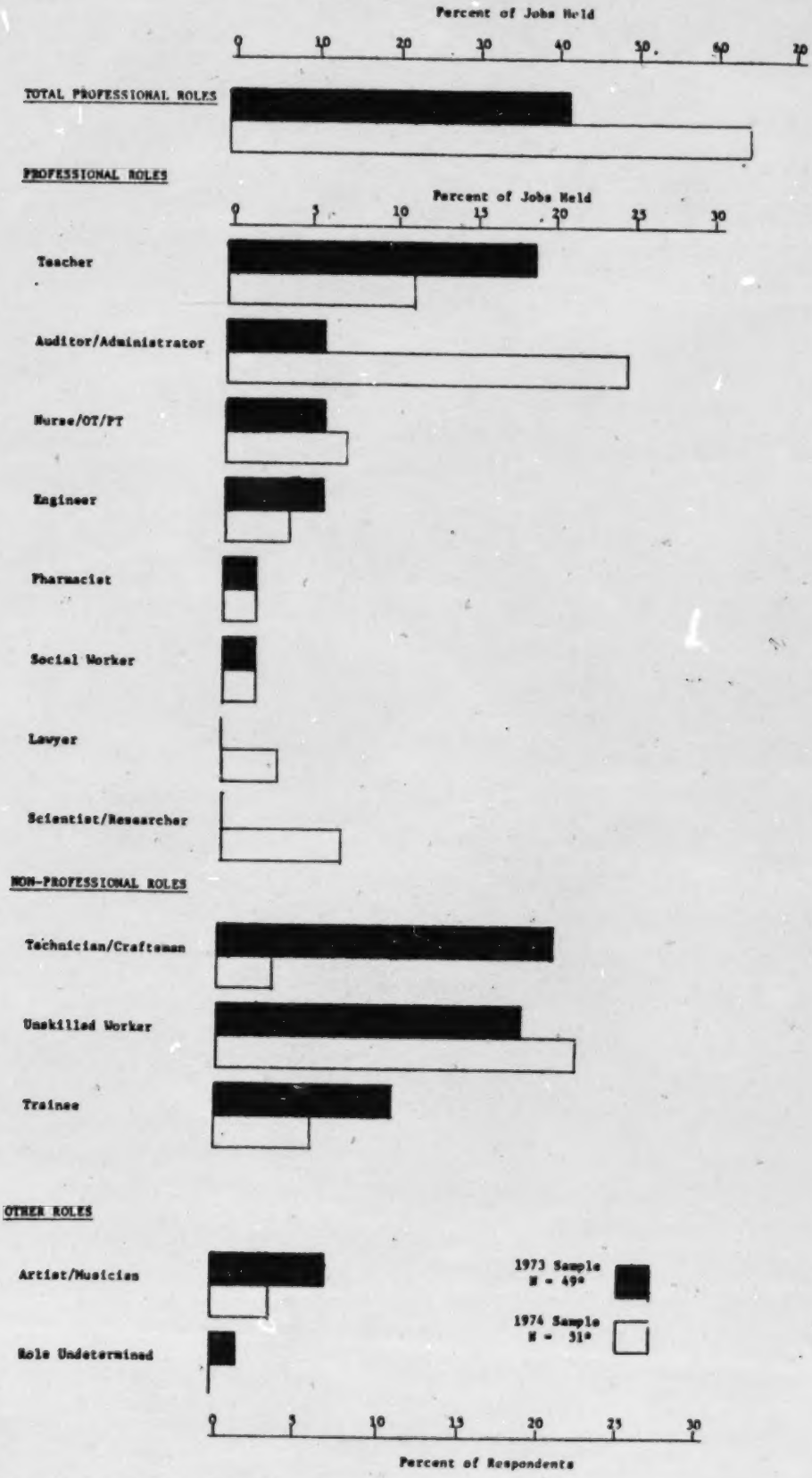
Artist or Musician: a degree may or may not be required depending upon the setting in which the artist performs.

Professional Positions. Two-fifths of the employed respondents in the first group and two-thirds of those in the second group were employed in Professional roles (Table 4.3). The largest proportion of the first-group professionals worked full time as Teachers. The largest proportion of the second-group professional jobs were Auditor/Administrator roles and most were full time. A few respondents functioned in the following professional roles: Nurse, Occupational Therapist or Physical Therapist; Engineer; Pharmacist; or Social Worker. Most of these positions were full time. Although only two respondents were employed in a "traditional" profession, respondents in each group were enrolled in professional school pursuing degrees in law, medicine, and dentistry, and one respondent was studying veterinary science.

Non-Professional Positions. Three-fifths of the first-group and a third of the second-group employed respondents worked in other than professional roles. About three-fifths worked full time. About a fifth of the employed members of the first group, but few of the second group, were Technicians or Craftsmen. About a fifth of each group performed Unskilled work, more than half, full time. Ten percent or fewer of each group reported working as Trainees or as Artists or Musicians. The role of one of the respondents was not determined.

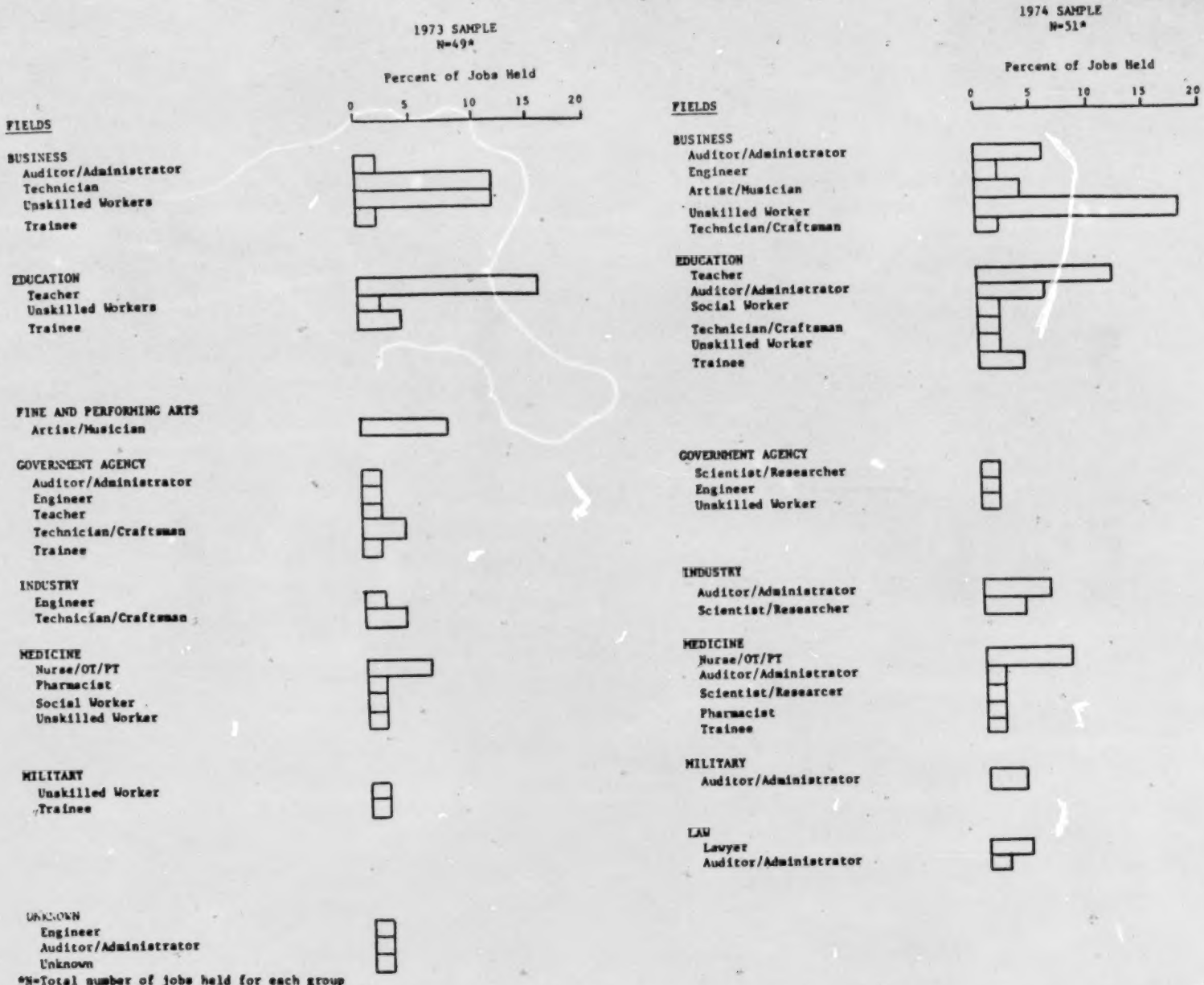
Clusters of Roles and Vocational Fields. When vocational roles and fields were combined, Teachers in Education accounted for the single largest category of jobs (Figure 4.4). This combination provided about fifteen percent of the total jobs, the majority of which were full time. Eighteen percent of the jobs held by second-group respondents and twelve percent of those held by first-group members were Unskilled positions in Business. Nurses, Occupational Therapists, and Physical Therapists working full time in Medical settings accounted for seven percent of the jobs.

Other categories of jobs were held by members of one sample but not the other. A fifth of the jobs held by members of the second group were as full-time Auditors or Administrators in Industry, Education, or Business. A tenth



* N = Total number of jobs held by each group.

Figure 4.4 CLUSTERS OF VOCATIONAL FIELDS AND ROLES



*N=Total number of jobs held for each group

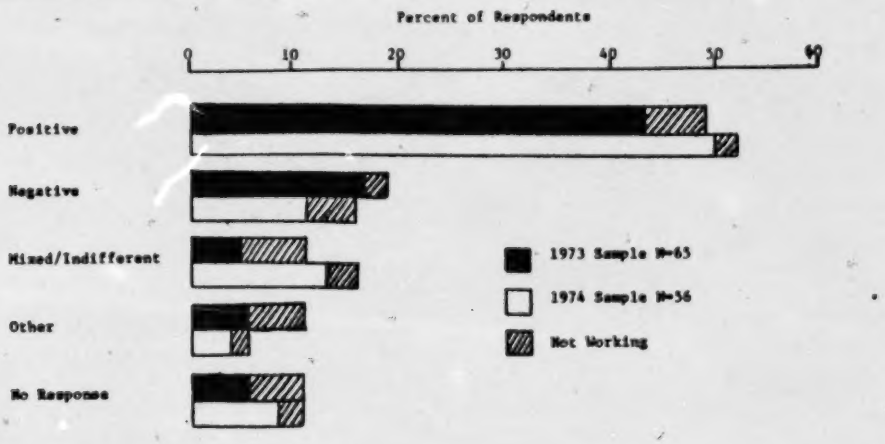
of the jobs held by members of the 1973 sample were Technical positions in Business, and eight percent of this group's positions were those of Artist in the Fine and Performing Arts. Artists in the second group worked in Business.

Other roles were associated with the several vocational fields, and a few respondents' work fields and roles were not determined from their responses.

FEELINGS ABOUT EMPLOYMENT STATUS

Forty-three percent of the first-group and half the second-group employed respondents expressed Positive feelings about their employment status (Figure 4.5).

Figure 4.5 FEELINGS ABOUT EMPLOYMENT STATUS



I'm making a living doing what I love. That's what it's all about, isn't it?

I feel that my work is the greatest venture I ever entered.

I enjoy teaching and advising students and I'm good at it.

I feel lucky that I found a job I enjoy - doesn't seem like work.

Some respondents indicated that they disliked or were in some way dissatisfied with their employment, while others expressed Mixed or indifferent feelings.

The work is tension-ridden and stinks.

I have mostly negative feelings about my work at this point.

Both satisfying and totally frustrating.

Good money - wouldn't do it unless necessary - emotionally demanding.

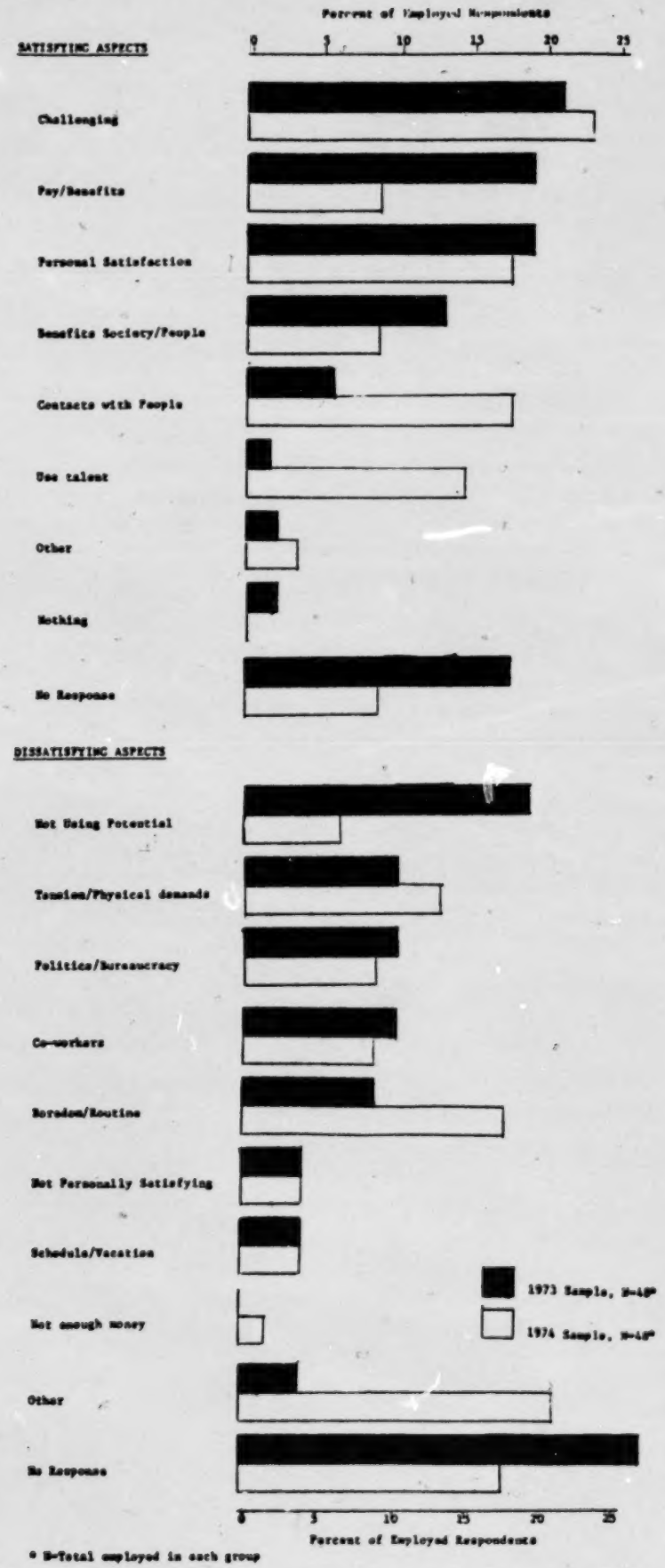
Those who were not employed were asked how they felt about not working, and whether they would prefer to be employed. Most reported that they were satisfied with what they were doing or felt that it was necessary for the time being. A few expressed dissatisfaction not being employed, commenting that they needed money, wanted a particular job, or just wanted to get out of the house. Of those reporting that they would prefer to be working, the reasons for not working included need to complete their education, the job market, family obligations and need to recover lost self-confidence resulting from an employment experience.

SATISFYING AND DISSATISFYING ASPECTS OF JOBS

Members of the group who were employed were asked what they found satisfying and dissatisfying about their jobs. They mentioned more satisfying than dissatisfying aspects.

Satisfying Aspects of Job

In describing ways in which their jobs were satisfying, respondents most frequently said their jobs were challenging, interesting, and/or diversified (Figure 4.6).



* N=Total employed in each group

I enjoy teaching because it is a challenge.

The work is intellectually challenging, interesting, important, and the majority of the time useful.

The job is very interesting because of the recent emphasis on energy in our headlines.

I've been very satisfied so far - great variety and challenge with room to make decisions on my own.

Personal satisfaction derived from their jobs was also reported by respondents of both groups. More of those employed in the first group than in the second referred to pay and/or benefits as satisfying aspects of their jobs, while more in the second group than the first found satisfaction in contacts with people and in the opportunity to use their talents. Both groups reported that they found their jobs satisfying because people or society benefited by their work. Many respondents mentioned several aspects of their jobs which were satisfying.

Personal satisfaction/money/benies/contact people/ use talent.

I like to see the physical results of my work, doing something with my hands.

The job pays well, has good hours, and doesn't leave you wondering if you have a job.

The job of associations with people is very satisfying and enjoyable but the avenue I have selected to pursue my contact with people is not satisfying.

I enjoy my work. I find it very satisfying to see my students acquiring skills which will later on help them to obtain employment. They also come back after graduation to tell me about their jobs.

Dissatisfying Aspects of Job

Respondents mentioned fewer dissatisfying than satisfying aspects of their work.

A fifth of those employed in the first group but few of those in the second reported that they were not using their full potential, not involved in decision making, or said that they were capable of greater responsibility.

> *It is very frustrating because I know I am underemployed. I am capable of doing more for people but my job doesn't allow for it.*

> *The job has become very routine and I am presently looking for a new job with more responsibility and money.*

> *Dissatisfying in that I do not use my teaching skills to any degree.*

> *Its mainly dissatisfying because I have become bored with it - too much clerical work, too routine, not at all challenging.*

Others mentioned physical demands and tension, the bureaucracy and politics involved in their work, boredom, and/or their co-workers as sources of dissatisfaction.

> *It is dissatisfying in regard to the administrative paperwork and nonsense that must be hassled.*

> *The job involves considerable pressure - I would prefer less tension.*

> *My one complaint is the conservative atmosphere and our office having to work under one particular person.*

The remainder cited routine, lack of personal satisfaction, or scheduling problems as dissatisfying aspects of their jobs.

I do not like to work the night shift.

I'll never get used to 9-5 and all the politics it involves.

Nowhere work but I make more than at any other job I could get. There is no satisfaction in it and it is demeaning to myself.

I would rather not work but it is a necessity.

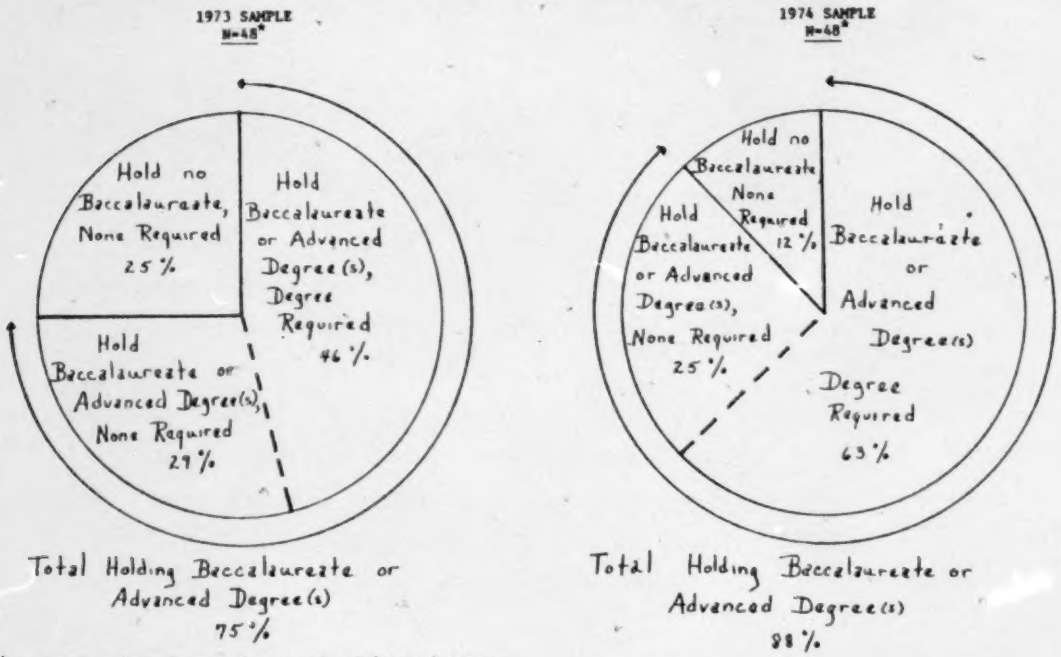
DEGREE REQUIREMENT IN EMPLOYMENT

Of the employed members of the groups, three-fourths of the first and eighty-eight percent of the second group had at least a baccalaureate. More of the second group than the first group held jobs for which their degrees were required, while a larger proportion of the first than the second group had not completed the baccalaureate and were employed in positions for which the degree was not required. A fourth of the sample held degrees but were working in jobs not requiring one (Figure 4.7).

EDUCATIONAL INVOLVEMENT AND EMPLOYMENT

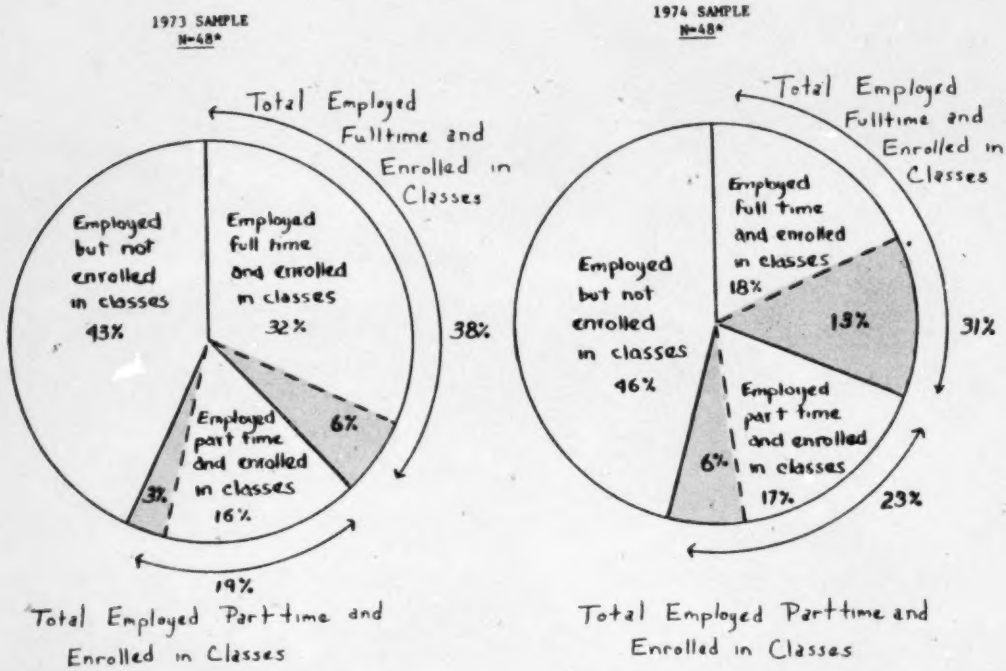
More than half of the respondents who were employed were attending classes of some kind (Figure 4.8). Thirty-four percent were working full time and attending school part time; a few were pursuing degrees. About a fifth of the employed respondents were working part time while attending school, and a few of these were pursuing degrees.

Figure 4.7 EMPLOYMENT/DEGREE(S) HELD/DEGREE REQUIREMENT FOR EMPLOYMENT


1973 SAMPLE
N=48*
Hold no Baccalaureate, None Required 25%
Hold Baccalaureate or Advanced Degree(s), Degree Required 46%
Hold Baccalaureate or Advanced Degree(s), None Required 29%
Total Holding Baccalaureate or Advanced Degree(s) 75%
1974 SAMPLE
N=48*
Hold no Baccalaureate None Required 12%
Hold Baccalaureate or Advanced Degree(s), None Required 25%
Hold Baccalaureate or Advanced Degree(s)
Degree Required 63%
Total Holding Baccalaureate or Advanced Degree(s) 88%

*N = Total number of respondents employed for each group.

Figure 4.8 EDUCATIONAL INVOLVEMENT AND PART-TIME/FULL-TIME EMPLOYMENT


1973 SAMPLE
N=48*
Total Employed Fulltime and Enrolled in Classes
Employed but not enrolled in classes 43%
Employed full time and enrolled in classes 32%
38%
Employed part time and enrolled in classes 16%
6%
3%
19%
Total Employed Part-time and Enrolled in Classes
1974 SAMPLE
N=48*
Total Employed Fulltime and Enrolled in Classes
Employed full time and enrolled in classes 18%
Employed but not enrolled in classes 46%
13%
31%
Employed part time and enrolled in classes 17%
6%
23%
Total Employed Part-time and Enrolled in Classes

*N = total number of respondents employed for each group

■ Pursuing a degree

MARITAL STATUS, SEX, AND EMPLOYMENT

Marital status and sex seem to have significance in relation to some aspects of vocation. Married men and single women comprised about two-thirds of all those employed in professional roles for both groups. Single women were the most likely, and married men next most likely, to be working. A majority of married men in the first group held nonprofessional jobs, while married men in the second group held similar proportions of professional and nonprofessional jobs.

Single men and married women were the least likely to hold professional jobs. However, some of the single men were enrolled in school pursuing degrees that would qualify them for such professional roles as doctor, dentist, veterinarian, or lawyer.

Married women were least likely to be employed. Of the married women in the first group, a majority of those employed were working in nonprofessional jobs. Most employed married women of the second group held professional jobs.

CHAPTER V

PERSONAL DEVELOPMENT

INTERESTS

Each respondent was asked what his or her interests were and which of those interests had developed within the last year. Responses to this question were not mutually exclusive; some members of the groups reported as many as six interests and others reported none at all (Figure 5.1). A great variety of interests, including the following, were mentioned.

looking for a home

jogging

writing a children's book

my studies in grad school

tennis

learning about myself

photography, I am currently taking pictures for my school yearbook

settling down to marriage

throwing clay

riding in all different kinds of air craft

hockey

Christianity

sewing crafts

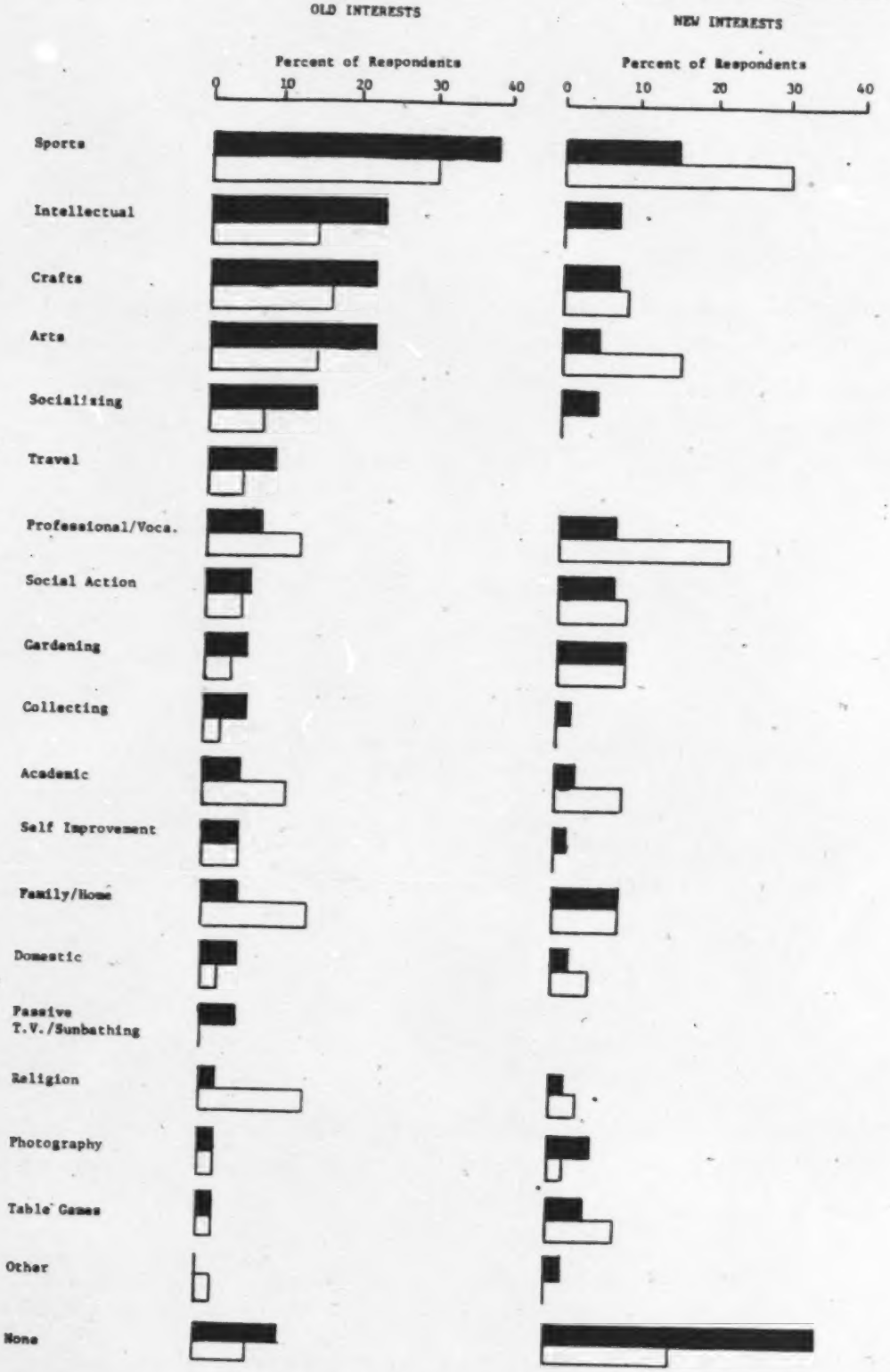
swimming

skiing

One respondent reported that there were interests and activities that she would like to be involved in if she were not restricted by limitations on time or money.

> *I have a lot of interests - unfortunately they all cost money. Therefore, I am regulated in what I can do. Mostly read and watch that great brainwasher and pacifier, the T.V. Now ask me what interests I would pursue if I had the time and unlimited funds...*

Figure 5.1 OLD AND NEW INTERESTS



Old Interests

Sports were the most often mentioned of the groups' old interests, ones that respondents had begun more than a year previously. About a third of the sample reported interest in one or more Sports as either a viewer or a participant. Among other interests most frequently mentioned were Intellectual pursuits, the Arts, Crafts, Socializing and Professional and vocational activities. Religion was the only old interest mentioned by notably more of one group than the other; it was cited by three percent of the first group and fourteen percent of the second group.

New Interests

Almost two-thirds of the 1966 respondents and four-fifths of the 1967 group reported that they had developed new interests within the previous year. No new categories of interests were mentioned, and the only old one not included in the listing of new interests is Passive (TV/sunbathing). Sports were most frequently cited as new interests by both groups, more often by the 1974 group than the 1973 group. Professional and Vocational activities and the Arts were also reported more often by the second group than the first group. Other new interests were dispersed among the other fourteen areas of activity.

SOURCES OF PERSONAL SATISFACTION AND DISSATISFACTION

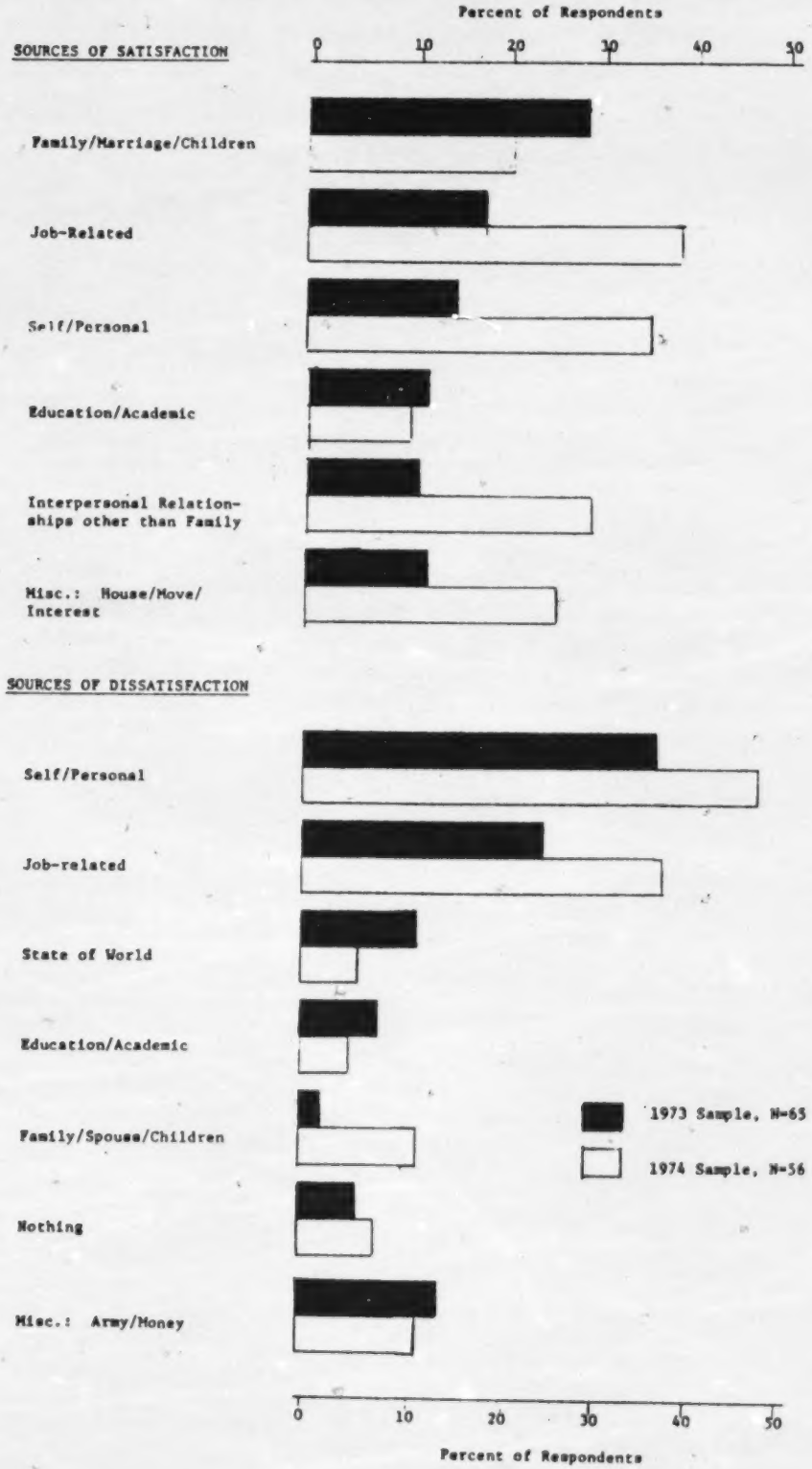
The groups were asked, *"What has given you the most satisfaction during the last year? Why?"* and *"What has given you the greatest dissatisfaction? Why?"* The responses ranged from serious to frivolous. Respondents indicated more sources of satisfaction than sources of dissatisfaction (Figure 5.2).

Sources of Satisfaction

Sources of satisfaction for these men and women represent a wide spectrum including Family, Vocational, Personal, Academic, and Interpersonal areas. Their *"whys"* were not always stated but often were implied by the response.

It was assumed that each respondent would list only one source of satisfaction and dissatisfaction since they were asked about "most" satisfaction,

Figure 5.2 SOURCES OF PERSONAL SATISFACTION AND DISSATISFACTION



but that was not always the case, so up to two responses were counted for each respondent.

About a fourth of the sample, all married, reported that they received their greatest satisfaction from their Families. Some respondents specified their spouse, marriage, or family life, and others referred to the development and growth of their children.

> *My husband - his love for me and for life is very refreshing.*
>
> *My marriage because it is a new living experience.*
>
> *Many things, life in general. Watching our child grow and learn has probably meant the most.*

Vocational success was cited as a source of satisfaction by a fifth of the first group and two-fifths of the second group. Some respondents referred to a job change or career development; others mentioned benefits, security, and/or money. A few reported simply that their jobs were satisfying and that they were happy with them.

> *Leaving a job I hated to join a profession that is great.*
>
> *My work. My position and salary have advanced. I enjoy getting up in the morning.*
>
> *I really enjoy my work - it has given me a direction in life that I feel is necessary for everyone.*

Personal growth or endeavors provided most satisfaction to some of the respondents. Fourteen percent of the first group and over a third of the second cited maturing, understanding, acceptance, independence and/or experiencing life as sources of their greatest satisfaction.

> *Experiencing life and different people. Just trying to keep myself on the right path.*

A new found motivation to try and better my life. It has reinstituted my faith in myself and in the process allowed me to interact and meet with new people.

Academic success, completing education, getting good grades, or returning to school provided satisfaction for about a tenth of the respondents.

Knowing I'm only a few credit hours away from graduation.

Returning to school. I discovered I'm not as stupid as I thought I was.

Interpersonal relationships other than family ones were specified as the source of most satisfaction to a tenth of the 1973 group, three-tenths of the 1974 group. This included love relationships, new friends, increased social self-confidence, helping others, and/or being involved with other people.

I was involved with my first love relationship with a woman.

Making some very good friends who I get along with very well and who I enjoy being with.

Maintaining a pretty successful relationship with a woman. Not much need to explain why.

My relationships with other people - particularly one person with whom I had worked the year before and became very close friends. Because through the relationship I have grown as a person and really felt comfortable with another person.

A tenth of the first group and a fourth of the second group reported that their greatest satisfaction came from miscellaneous sources such as a move to a new area, a particular interest, or buying a house.

Leaving Buffalo. It got me out of a very bad rut I was in.

Accomplishing one of my life-long ambitions - fly in a WWI aeroplane. (It was a biplane with an open cockpit, etc., extremely exciting).

Taking an extended camping/scuba diving, etc. trip five months after discharge from the army. The trip represented the modified accomplishment of a goal I set for myself in high school.

Sources of Dissatisfaction

Sources of most dissatisfaction reflected Personal, Vocational, Academic, and Family areas, but also included World problems, Living arrangements, and other areas (Figure 5.2).

The most frequently mentioned source of dissatisfaction for both groups was Self. This was reported by two-fifths of the 1973 group and by half of the 1974 sample. Respondents referred to lack of motivation, incentive, enthusiasm, and/or self discipline. An Interpersonal category was not included because even when other people were cited as sources of dissatisfaction, the references were in relation to self rather than to others.

My self and my inability to adjust to my current situation and life as it is for me. Why? Because people like to be happy.

Not accomplishing as much as I thought I could have. For example, I'm thinking about going back to school but some how time goes by too quickly.

I feel guilty leaving my three-year-old while I finish school. Being a wife and mother causes some hassles and conflicts where school is concerned. I just have to figure out where my priorities lie.

I broke up with my girlfriend of three years and didn't really break it off. It kind of hung on for a while and I'm afraid I might have let it hang on longer if I hadn't met my present girlfriend.

Job-related sources of dissatisfaction were reported by a fourth of the first group respondents and by two-fifths of the second group. Some referred

to the actual job they held, co-workers, people they had to deal with, or red tape. Others cited the job market or lack of jobs in the area of their career choice.

> *Inability to find a fulfilling job that I can make a living at.*
>
> *Co-workers, their obsession with trivial things and their complaints constantly.*
>
> *Not finding a job. It is depressing not to be able to work in your trained field.*
>
> *My job. No advancement possibilities, tired of routine.*

Between two and fifteen percent of the respondents said that the source of their greatest dissatisfaction was related to Education or Academic activities, Family life, the state of the World or Miscellaneous matters such as the weather, the Army, and/or money. A few reported that nothing had been a source of dissatisfaction for them.

FEELINGS ABOUT SELF

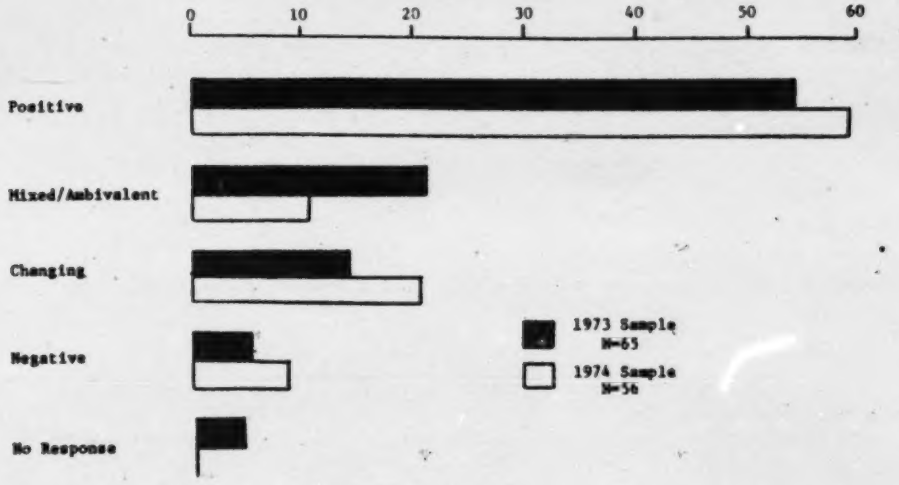
For a number of years the groups had been asked *"What one word best describes your feelings about yourself?"* Responses this year indicate that more than half of the respondents had Positive feelings about themselves (Figure 5.3). Expressions of positive feelings included *satisfied, pleased, happy, optimistic, ambitious* or *sensitive.*

A fifth of the first group and a tenth of the second group reported Mixed or Ambivalent feelings, such as *unsure, indifferent, restless, confused, unstable* or *undecided.*

Other members of the groups used dynamic terms such as *striving, improving, growing, getting there* or *expanding.*

Negative feelings about themselves were indicated by only a few respondents who said they felt *impatient, frustrated* or *dissatisfied.*

Figure 5.3 FEELINGS ABOUT SELF



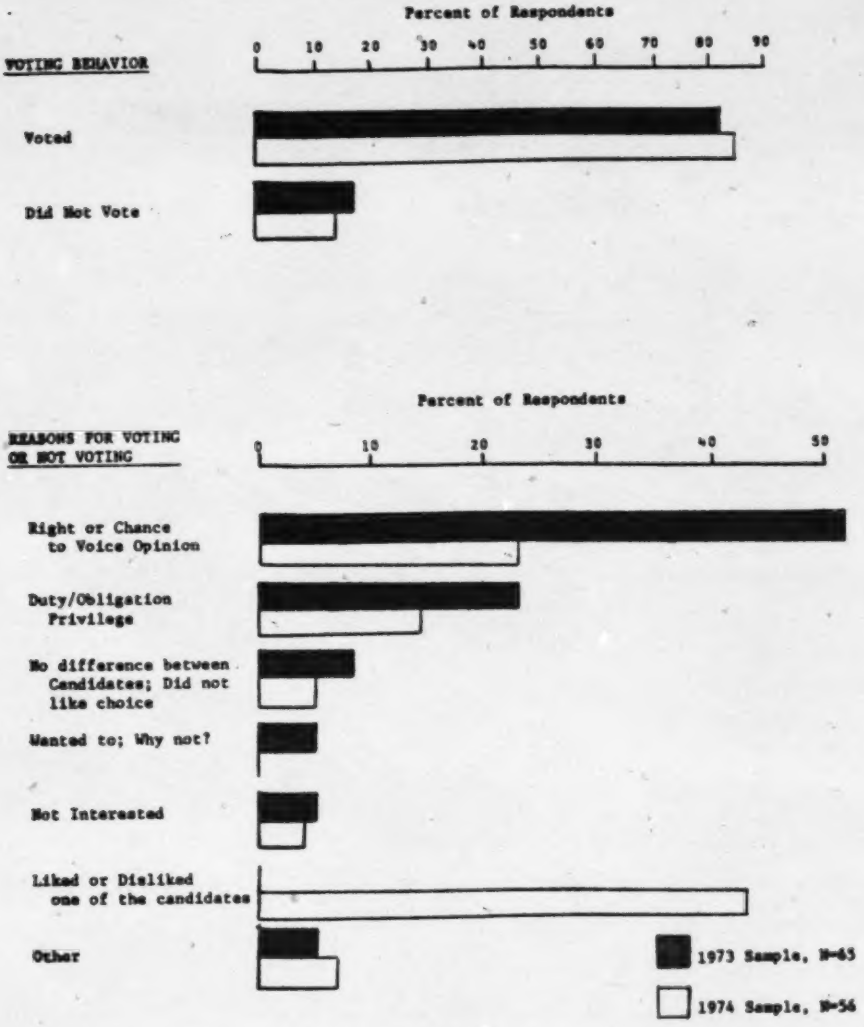
VOTING IN 1972 PRESIDENTIAL ELECTION

The 1972 presidential election coincided with an explosive period in the history of the United States when the Watergate scandals were attracting the attention of the country. Many of the voters taking part in this election were students at the time of the campus-based political upheavals throughout this country during 1968 and 1969. Some had been active participants, others observers. It was of interest to see for what reasons and how actively these respondents participated in this basic citizenship responsibility, the election of a president.

Most of the respondents voted in the 1972 presidential election (Figure 5.4). The reason for voting most frequently given by the 1973 respondents was the Chance or Right to voice an opinion. Half of that group and a fourth of the 1974 group

said they voted for that reason. No one in the first group, but two-fifths of the second group said they voted because they intensely Liked or disliked a particular candidate.

Figure 5.4 VOTING BEHAVIOR IN 1972 PRESIDENTIAL ELECTION


Percent of Respondents
0 10 20 30 40 50 60 70 80 90
VOTING BEHAVIOR
Voted
Did Not Vote
Percent of Respondents
REASONS FOR VOTING OR NOT VOTING
0 10 20 30 40 50
Right or Chance to Voice Opinion
Duty/Obligation Privilege
No difference between Candidates; Did not like choice
Wanted to; Why not?
Not Interested
Liked or Disliked one of the candidates
Other
1973 Sample, N=65
1974 Sample, N=56

Some respondents voted because they felt it was their Duty, obligation or privilege to exercise their right to vote. A few simply stated that they voted because they Wanted to, or asked: *why not?*

To exercise my right to vote, to demonstrate my dissatisfaction with some government policies.

I feel that I want a choice of who runs the country.

My right and duty as a citizen.

Actually, I thought it was exciting to vote for president, but I cared more about the amendments than the presidential elections.

Respondents who did not vote reported that they did not like the Choice of candidates, or that they were just Not interested.

I didn't feel that any of the candidates represented me. The choice of the lesser of two evils doesn't appeal to me.

Not that interested in politics.

SUMMARY

These former SUNY/B students are similar in many ways, and yet they are diverse, as any group of individuals always is. Still, their aspirations and accomplishments are not dissimilar from those of American students of generations past, and probably those of generations that will follow them.

An overall positive regard -- toward themselves, their families, their education and their jobs -- seems most characteristic of these young adults. For the most part they expressed satisfaction with their personal growth and development. Almost all reported involvement in leisure time pursuits and provided a long list of interests, some persistant over time, and some changing. The changes in their interests were probably due to changes in lifestyle, vocation, and time available to pursue recreational endeavors. They mentioned their jobs and their families as sources of satisfaction. Some personal trait or problem had been their greatest source of dissatisfaction during the previous year, particularly lack of incentive, initiative or self-discipline. Yet they seemed to be striving in a positive manner to find effective solutions to personal barriers and problems.

Seven years after entering SUNY/B many had returned to the cities and towns from which they had come to the university; others had settled in new areas or states. Many had assumed adult responsibilities. A majority had married and a few had begun to raise families. The problems and the pride involved in bringing up children expressed by these young parents has a universal quality.

Most of the respondents were employed either full time or part time, some while they were completing requirements for advanced degrees. Vocationally these respondents represented a broad spectrum of skills. In spite of the poor 1973-74 economic situation, the majority of graduates who were working were employed in professional roles. Some respondents were over-qualified for their jobs. A majority of the women were employed in professional roles, a positive sign of the times. Most of these young people expressed satisfaction with their jobs. Most of those who reported not working were occupied as students or housewives and most were not seeking employment.

Continued education in one form or another was clearly of interest to many of the respondents. Their educational pursuits cover a wide range of educational involvement utilizing a variety of educational institutions and modes: graduate or professional schools, undergraduate school, adult education, correspondence courses or self study.

Most respondents participated in the 1972 presidential election, having become part of the citizenry discharging their responsibilities in government in an active manner. Their reasons for voting or not voting varied from like or dislike of a particular candidate to fulfillment of their right or duty to vote.

To use the expression "in conclusion" is to deny the continuing endeavors, personal, educational and vocational, of this group of young adults. In following these participants through their years at SUNY/B and the ensuing years, an interesting and informative picture of a group of university students is being developed, encompassing both their beginning of a pursuit of post-secondary education and their becoming, for the most part, involved in the mainstream of American life.

POSTSCRIPT

Comments made at the end of the questionnaire have a special interest. They are as diverse as the respondents, representing a broad range of concerns, emotions, initiatives, and tasks.

One woman described her first encounter with the job market and the frustrations which accompanied the experience. Another reported the frustrations of a serious romantic affair, and still another her constant and devoted efforts in helping her child recover from a serious and damaging illness.

A few respondents elaborated their most rewarding experiences in greater detail covering topics of marriage, transcendental meditation, psychotherapy and encounter. Many relate to this research project.

A brief sampling follows.

I guess comparing me to 3 or 4 years ago I've really changed. I still feel change is desperately needed in this country and I'll still work for it. However, I think I'm more effective in the classroom than I was in the streets.

In certain ways I feel I get more out of school now that I'm back in.

I'm presently working with the goal of quitting in five to seven years, buying a boat with some friends, and chartering Oceanography Student Tours.

Last year when I didn't fill out the questionnaire I was hoping you would get the message and stop sending them to me. I was under a lot of stress and really could not spend the time answering some of your insane questions. This year the situation is much better and I'm glad you were persistent enough to find me again.

I am happier now than last year. Everything seems to be going my way. One exception - my father died 6 weeks ago and I guess that reality hasn't really sunk in yet.

In 4/73, I woke up one morning and decided to take care of a few dreams - the next day I quit my job; applied to school; sold my car; bought a motorcycle; and began living life to make me happy instead of making others happy.

I can't decide what I ultimately want to do with my career. I guess I hope something else will happen to decide things for me. Until then I'm still sitting on the fence procrastinating.

I am feeling a little anxious now because I'm hoping to be accepted into the MSW program. I haven't really admitted that before. This has been a year of many decisions and many feelings for me. Thank you for being interested.

I have survived a very bad year. I lost a girl, I dropped out of school, and I had to learn some new techniques on the job which almost stopped me. But I made it and now the road looks clear for the next year.

Surprisingly short questionnaire - good idea.

I have not filled these questionnaires out for the last two years because they are too difficult (believe it or not). They are primarily motive questions and I am completely uncertain of just what my real motives are... What I'm trying to suggest is that my not turning these questionnaires in is a definite statement about what I've been feeling.

These questions do not have much depth.

I really enjoy these questionnaires and also seeing the results. Too bad that more people don't return them.

Thank you - this is an interesting study - although I wonder if it is worth the time, energy, money, paper. I hope so.

I wish you'd stop sending me questionnaires, they seem to just keep coming. P.S. But I'll still answer if you do send them.

I feel as if we are growing old together. It's hard to believe that this has been going on for 7 years!

Be sure to recycle this paper.

APPENDIX A

1974 BIOGRAPHY OF A CLASS QUESTIONNAIRE
1967 Interview Group

I MARITAL DATA: Single____ Married ____ Year: _____
Separated ____ _____
Divorced ____ _____
Widowed ____ _____
Remarried ____ _____

II CHILDREN: How many? How old?

Number	Age(s)	Adopted? Yes	No
___	___	___	___
	___	___	___
	___	___	___

III LIVING ARRANGEMENT: Type? (House/apt./dorm)
With whom? [Spouse/parent(s)/male friend(s)/ female friend(s)]
How do you feel about it?

_____
_____
_____
_____
_____

IV INTERESTS: Ones you are pursuing this year.
(Put a check before any that are new to you this year - since Feb. 1973)

_____
_____
_____
_____
_____

Did you vote in the 1972 presidential election? ___Yes ___No
Why?

_____
_____
_____

V EDUCATION

A. What, if any, academic degree(s) do you now hold? From what school(s)?

Degree	Major	School	Year Obtained
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. In what educational pursuits have you been involved this year - since June 1973? (Check as many as apply.)

	Part Time	Full Time	School
1. None____(Skip to VI)			
Undergraduate school	____	____	_____
Graduate school	____	____	_____
Professional school	____	____	_____
Vocational school	____	____	_____
Continuing education	____	____	_____
Other*	____	____	_____

*Please specify:_____

2. Program/course(s) enrolled in:_____

_____

3. Are you working toward a degree? ____Yes ____No

VI VOCATION: Are you working now? ____Yes ____No

A. If so: (a) How many hours a week? _____ What do you do?

_____

_____

_____

(b) How do you feel about your work? In what way is it satisfying? Dissatisfying?

_____

_____

_____

_____

_____

B. If not working: (a) What are you doing? How do you feel about it?

(b) Would you prefer to be working? ___Yes ___No
If so: Why are you not?

VII YOU

A. What has given you the most satisfaction during the last year?
Why?

B. What has given you the most dissatisfaction?
Why?

C. What one word best describes your feelings about yourself?

COMMENTS

That's all for BOAC 1374 - Thank you!